



USAID/Education for Marginalized Children in Kenya (EMACK)

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ACRONYMS

AIR	AMERICAN INSTITUTES FOR RESEARCH
AKF	AGA KHAN FOUNDATION
ANPPCAN	AFRICAN NETWORK FOR THE PREVENTION AND PROTECTION AGAINST CHILD ABUSE AND NEGLECT
APDK	ASSOCIATION FOR THE PHYSICALLY DISABLED OF KENYA
ASAL	ARID AND SEMI-ARID LANDS
CARE	COOPERATIVE AMERICAN RELIEF AGENCY
CBO	COMMUNITY BASED ORGANIZATION
CB-ECD	COMMUNITY BASED- EARLY CHILDHOOD DEVELOPMENT
CDF	CONSTITUENCY DEVELOPMENT FUND
CEMIRIDE	CENTER FOR MINORITY RIGHTS AND DEVELOPMENT
COP	CHIEF OF PARTY
COPDEC	COALITION FOR THE PROMOTION AND DEVELOPMENT OF THE CHILD IN THE COAST REGION
CP	COAST PROVINCE
CRP	COMMUNITY RESOURCE PERSON
CRSP	COASTAL RURAL SUPPORT PROGRAM
CSN	CHILDREN WITH SPECIAL NEED
CSO	CIVIL SOCIETY ORGANIZATION
C-T-C	CHILD TO CHILD
DEB	DISTRICT EDUCATION BOARD
DEO	DISTRICT EDUCATION OFFICER
DEO	DISTRICT EDUCATION OFFICER
DICECE	DISTRICT CENTER FOR EARLY CHILDHOOD EDUCATION
DO	DISTRICT OFFICER
DPM	DIRECTORATE OF PERSONNEL MANAGEMENT
EARS	EDUCATION ASSESSMENT RESOURCE SERVICES
ECD	EARLY CHILDHOOD DEVELOPMENT
EFA	EDUCATION FOR ALL
EMACK	EDUCATION FOR MARGINALIZED CHILDREN IN KENYA
EQUIP 1	EDUCATION QUALITY IMPROVEMENT PROGRAM AWARD 1 CONSORTIUM
EYC	ELIMU YETU COALITION
FGM	FEMALE GENITAL MUTILATION
FPE	FREE PRIMARY EDUCATION
GAW	GLOBAL ACTION WEEK
GCC	GARISSA COUNTY COUNCIL
GCE	GLOBAL CAMPAIGNS FOR EDUCATION
GMC	GARISSA MUNICIPAL COUNCIL
GOK	GOVERNMENT OF KENYA
GUSM	GROWING UP AND SEXUAL MATURATION
HIV/AIDS	HUMAN ACQUIRED IMMUNO-DEFICIENCY SYNDROME
INSET	IN-SERVICE TEACHER
KENSIP	KENYA SCHOOL IMPROVEMENT PROJECT

KESSP	KENYA EDUCATION SECTOR SUPPORT PROGRAM
KRT	KEY RESOURCE TEACHER
LOU	LETTER OF UNDERSTANDING
MTC	MOTHER TO CHILD
MOE	MINISTRY OF EDUCATION
MOH	MINISTRY OF HEALTH
MRC	MADRASA RESOURCE CENTER
MTC	MOTHER TO CHILD
NEP	NORTH EASTERN PROVINCE
NGO	NON GOVERNMENTAL ORGANIZATION
NOHA	NOMADIC HERITAGE AID
NPHC	NOMADIC PRIMARY HEALTH CARE
OESI	OVER-ENROLLED SCHOOLS INITIATIVE
OGNEPGA	OLD GIRLS NORTH EASTERN PROVINCE GIRLS ASSOCIATION
PC	PROVINCIAL COMMISSIONER
PDE	PROVINCIAL DIRECTOR OF EDUCATION
PDO	PASTORALIST DEVELOPMENT ORGANIZATION
PGI	PASTORALIST GIRLS INITIATIVE
PMP	PROJECT MONITORING PLAN
PYGI	PASTORALIST YOUNG GIRLS INITIATIVE
SDP	SCHOOL DEVELOPMENT PLAN
SFP	SCHOOL FEEDING PROGRAM
SMC	SCHOOL MANAGEMENT COMMITTEE
SNE	SPECIAL NEEDS EDUCATION
SUPKEM	SUPREME COUNCIL OF KENYA MUSLIMS
SWAK	SOCIETY OF WOMEN AGAINST AIDS KENYA
TAC	TEACHER ADVISORY CENTER
TARNET	TACLINTA RER GURAHHA NETWORK
TOT	TRAINING OF TRAINERS
TSC	TEACHERS SERVICE COMMISSION
UN	UNITED NATION
UNICEF	UNITED NATIONS CHILDREN'S FUND
USAID	UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
WASDA	WAJIR SOUTH DEVELOPMENT ASSOCIATION
WCK	WOMEN CONCERN KENYA
WFP	WORLD FOOD PROGRAM
WOKIKE	WOMANKIND KENYA

PREAMBLE

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00014-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

Project Period: May 3, 2004 – December 31, 2006

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KEY TERMS

Community Resource Persons (CRPs) are identified by the community and act as its representatives. They receive training from CRSP which they are expected to disseminate to the wider population.

Community Resource Team (CRT) comprises a community mobilizer, teacher and SMC member. The team is charged with effectively bringing together the school community to address priority areas identified by the school.

CTC Clubs Child-to-Child (CTC) clubs are formed in KENSIP-supported schools after teacher's have been trained on the involvement of children in identifying problems/challenges encountered by the community (parents, teachers and pupils) regarding HIV/AIDS, Malaria, disabilities or nutrition. Once they identify the challenge, children are organized to research the issue further and present it to parents during open days in plays, dances, poems and demonstrations.

Graduated School is one in which MRC has provided community capacity building and teacher training for two years and has passed a minimum criteria to 'graduate.'

Key Resource Teacher (KRT) has received in-service training on peer support on child-centered teaching approaches.

Unattached Center an ECD school that is not in proximity with a primary school.

Village Development Organization is a committee that seeks to ensure community development that integrates better schooling facilities, health access, with income generating activities (goat keeping or agricultural farming) to improve livelihoods.

Feeder School feeder schools are typically located in isolated villages with no access to a full primary school. Pres-school age children and lower primary-aged children enroll in these schools until children are old enough – usually grade 4 -- to go to the nearest full primary school.

EXECUTIVE SUMMARY

This report from the first quarter of the financial year beginning in January 1, 2006 and ending in March 31, 2006 reflects EMACK's progress on program implementation, management-related issues and relations with the Government of Kenya, AIR, AKF and USAID.

The project continued to contribute significantly to the attainment of USAID Strategic Objective (SO8): "*Primary education opportunities increased for children of marginalized populations*" as well as to the Government of Kenya (GoK)'s education goal: "ensuring equity of access to basic education."

The total cumulative number of children reached through EMACK interventions now stands at 123,480 up from 99,990 reported in the last quarter. These children have been reached through a raft of inter-linked interventions. First, the training of teachers mainly in the production and use of low-cost, no-cost learning materials. During the reporting period, a total of 332 teachers were trained in various concepts such as learning material production, child-centered teaching methodologies, subject-specific teaching methods, and skills on managing children with special needs among others. Thus, the total number of trained teachers has increased from 2,251 to 2,583 since the last quarterly report. Children recently interviewed claim that they now have access to more learning materials and that they find the learning experience a lot more exciting.

Secondly, continual improvements to the learning environment particularly for pre-school children have created an attraction for children who might otherwise not have been in school. For example, improvements to Kamuthe Primary School in North Eastern Province (NEP) have enabled 234 children to enjoy a better quality learning environment.

Thirdly, community mobilizing and education programs have encouraged more parents to send their children to school thus significantly enhancing enrolments. Efforts to strengthen SMCs have helped these committees be more involved in managing their schools. The SMCs are working to improve the quality of school plans and the welfare of children by providing a day-time meal and improving the quality of sanitary facilities. During the quarter, a total of 67 SMCs were trained, bringing the cumulative total to 392.

Fourthly, support to EMIS implementation has enabled District Education Officers in the District Education Offices of Mombasa, Kilifi, Kwale and Garissa to recognize the importance of EMIS in tracking enrolment, retention, drop-out, and grade repetition. While working with very limited resources, these four District Education Offices have now included EMIS within their regular work program. A total of 20 district education staff in these four offices has received training in basic Microsoft Access and in MoE data collection system.

Finally, EMACK continued to support COPDEC and TARNET, two education networks committed to ensuring that GoK prioritizes the education of marginalized children by funding and monitoring their education. COPDEC and TARNET facilitated discussions between their members on the key constraints and issues facing the education of poor, marginalized children throughout Kenya. In March, TARNET submitted a memorandum to the Task Force for the

Review and Harmonization of Education, Training and Research Sector Legal Framework. This memorandum listed key demands that can aid the creation of robust education policies and programs consistent with the conditions and lifestyles of the North Eastern populations.

EMACK has been gradually strengthening its monitoring and evaluation activities. The Monitoring, Evaluation and IT specialist conducted an analysis of beneficiaries' perspectives on the impact of EMACK initiatives in North Eastern Kenya: A case study of Garissa and Wajir districts. (Appendix 3)

The report shows the increased enrolments in the schools supported by EMACK due to improved classroom infrastructure and the provision of water and sanitation facilities. Secondary factors include door-to-door campaigns by the SMC members sensitizing parents on the importance of education and the enrolment of children from pastoralist families who have lost their livestock to the recent drought. Higher enrolments of pastoralist children suggest that fewer demands on children to herd animals mean that they come to school.

The analysis of teachers' responses shows the value of the various EMACK-sponsored teacher training programs. Following the ECD short course, teachers are able to plan their lessons better by preparing and using work schemes and lesson plans. The learning materials development workshop has helped teachers to make learning more concrete. The over-enrolled schools initiative has enabled teachers to group pupils and to provide specialized support to slow learners.

Discussions with children indicate that new infrastructure -- classrooms, water tanks and child-friendly toilets -- create a welcoming school environment. In addition, children in classes taught by teachers trained by EMACK on material development enjoy the charts used in class and being involved in collecting of low-cost materials such as pebbles and sticks and making learning materials for their classroom.

The school administration represented by the School Management Committee (SMC) acknowledges EMACK's training on professional development and proposal writing. SMC members have been able to educate parents on their responsibilities such as timely payment of teachers as well as the need to participate in preparing food for ECD children under the School Feeding Program (SFP). In addition, the SMC participated in prioritizing school request funding from Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs). The SMCs that developed proposals were able to secure additional non-government and non-EMACK funding to needs and in a few instances developed proposals to improve school infrastructure and to provide water sources (see Annex 2).

Strong relations with GoK continue. MoE officials at both district and central government levels were involved in all stages of planning, implementing and monitoring the teacher training initiative on low-cost, no-cost learning aids. EMACK and the MoE jointly organized a two-day Coast Leaders' Conference to address the major barriers to the education of children in the Coast Province attended by the MoE Permanent Secretary.

The challenges this quarter are the ongoing drought which has increased poverty levels for many households in both the Coast and North Eastern Provinces. A report on the drought

situation was prepared by EMACK for USAID. Drought in Kenya and its Impact on Educational Participation: A Case of North Eastern Province USAID is currently working on the recommendations of the report. A bilateral arrangement between the governments of Kenya and the U.S. to provide water to all the schools of NEP is apparently underway.

In addition to regular staff meetings, EMACK organized a staff retreat to reflect upon its current practices and do a SWOT analysis. Both Coast and NEP programs developed action plans in response, and meetings were held with partners to address a diverse range of issues: a bi-monthly partners' meeting was held in the Coast to address transition in the basic education system; in the NEP, the TARNET partners' meeting discussed the network's strategic plan and next steps.

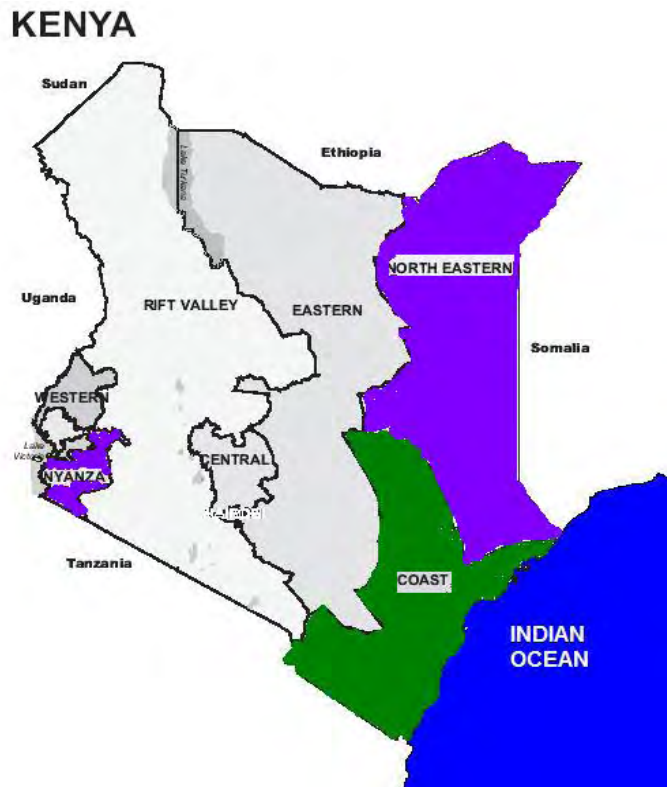
PROJECT SUMMARY

The Mission Statement of the Ministry of Education, Government of Kenya is "To provide, promote, and coordinate life-long education, training and research for Kenya's sustainable development." USAID/Kenya defined an Education Strategic Objective: "*Primary education opportunities increased for children of marginalized populations.*" The Education for Marginalized Children in Kenya (EMACK) project is the USAID response to meeting these objectives and is consonant with the Kenya Education Sector Support Program (KESSP), which seeks to improve access, quality and retention rates in Basic Education by:

- Increasing community and parental involvement and participation in all aspects of school life;
- Improving coordination and dialogue among stakeholders that contributes to and informs community, district and provincial education plans;
- Improving pre-primary schools' teaching/learning resources and infrastructure and enhancing teachers' capacities so that these pre-schools attract more children who subsequently enter primary school better prepared;
- Improving the teaching and learning environment in lower primary to improve retention rates in a newly challenging environment;
- Providing parents and pre-school and primary school teachers with strategies to help them assist children to make a smooth transition from home or pre-school to primary school; and
- Improving the well being of vulnerable children so that they can take advantage of existing educational opportunities.

EMACK is implemented by Aga Khan Foundation (AKF) and the American Institutes for Research (AIR) through the Education Quality Improvement Program Award 1 consortium (EQUIP 1).

EMACK is a holistic project which seeks to improve access and retention rates for children who have been historically underserved by the education system by focusing on key strategies. These include increased community and parental participation in all aspects of school life (not only cost sharing); improved coordination and dialogue to inform the national education plan; and the integration of ECD programming with lower primary schooling promoting active, enjoyable learning, improved literacy and numeracy skills.



EMACK works in the Coast and North Eastern Provinces

In the Coast Province, EMACK works in three districts -- Kwale, Kilifi and Mombasa -- to strengthen a whole-school strategy that creates a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend. In the North Eastern Province, EMACK works in two districts -- Garissa and Wajir -- to identify and address the unique educational needs of pastoralist communities in the province through action research, limited piloting.

In both provinces EMACK works with key Ministry of Education offices, including the Provincial Directorate of Education (PDE), Municipal Education Office (MEO) and the District Education Office. Its work is carried out with

nine partners drawn from various Civil Society Organizations, mainly NGOs and CBOs. In the Coast Province these include: Coastal Rural Support Program, Kenya (CRSP); the Kenya School Improvement Program (KENSIP); and the Madrasa Resource Center, Kenya (MRC), the Association for Physically Disabled of Kenya (APDK). Partners in the North Eastern Province include the Pastoralist Girls Initiative (PGI), Nomadic Heritage Aid (NOHA), Womankind (WOKIKE), Woman Concern Kenya (WCK) and Pastoralist Development Organization (PDO).

TECHNICAL ACTIVITIES DURING REPORTING PERIOD

COAST PROVINCE

In Coast Province (CP), EMACK aims to *strengthen a whole-school strategy to create a lower primary school learning environment in which parents support, children enjoy, and teachers*

facilitate a quality education for all who attend. This is achieved through the following sub-objectives.

SUB-OBJECTIVE 1: DEVELOP COMMUNITY CAPACITY TO SUPPORT EFFECTIVE EDUCATIONAL PROGRAMMING FOR THE TARGET POPULATION.

Activities undertaken in this quarter under community capacity development include community awareness meetings, training and follow up with SMCs and on-site school visits. A total of 154 SMC members (76 women and 78 men) were trained in leadership and essentials of school management strategies by EMACK through DICECE Kwale, MRC and CRSP. Follow-up and onsite visits were made to five SMCs previously trained by DICECE Mombasa who observed improved plans and also saw that the SMCs had been able to seek external funding from CBOs and NGOs.

MRC organized a study tour for 15 SMC members to two exemplary managed ECD centers. Through KENSIP, two schools in Kwale held Child-to-Child (CTC) open days where issues on HIV/AIDS, health, nutrition and disability were discussed: 598 community members and 1,356 children participated. MRC held a training of 6 community resource team (CRT) members while CRSP held awareness sessions on participation in the education of their children for 1,222 community members from 34 schools in Kilifi and Kwale Districts. Under the small grant projects, 17 of 25 schools with ongoing constructions received additional funding; the remaining eight projects are still being funded and completed. All schools are being funded is what this says – do you know a little more about what is being built? When the projects will be completed? The 8 schools currently under construction will be completed by the end of May 2006. Construction projects vary from school to school, but most include the building of: ECD centers; two lower primary classrooms per school; furniture and structural improvements.

SMC Capacity Building

The Kenyan public primary school is managed by a parent's elected SMC with 13 members: 8 parents representing each class/grade, 3 representatives of the sponsors which are usually religious organizations (Christian or Muslim) and two other members representing the District Education Board (DEB). The Head-teacher is the Secretary of this committee.

To ensure effective management of resources, SMCs must be trained in basic financial management. EMACK and its partners have worked to organize such training workshop since the inception of the project. During this quarter, a number of five-day training workshops took place. During the workshop, 30 SMC members (18 women and 12 men) from 10 primary schools with ECD centers were trained by DICECE Kwale in Matuga (a division of the Kwale District). The training focused on key roles of SMC members in resource mobilization, learning materials for ECD centers and establishing linkages between the ECD center and primary school to achieve inclusive school development planning. At the end of the five-day training workshop, action plans were prepared on the initiation of a center-based feeding program. The ECD representative of the SMC visited the ECD teachers after the workshop. EMACK will observe the SMCs in May 2006 to assess the how the activities are being implemented and are affecting the schools.

MRC organized a two-day training workshop for 38 SMC members (22 women and 16 men) from five ECD centers in Kilifi, Kwale and Mombasa to assess how well action plans had been implemented, to enhance report-writing skills, train members on administration and preschool management and outline their roles in the Kenya Education Sector Support Program (KESSP) activities. The feedback indicated that most schools had implemented activities based on their action plans. For example, one ECD center had identified that the toilet in use by the children was unsafe and the SMC members raised funds and a safer toilet is currently under construction. In another center, the SMC had constructed benches for the ECD class. Also, on-site support meetings with trained SMC members revealed that most SMCs had improved their documentation of school activities such as recording fee collections, teachers' salary sheets and community participation.

MRC conducted refresher training for 70 SMC members (38 males and 32 females) from 33 *graduated schools* focused on improving the management of ECD centers through active participation. As a result, the SMCs conducted door-to-door campaigns to urge parents to send their children to school. The SMC in one school also mobilized the community to renovate a classroom and to build a surrounding wall to boost security. MRC also strengthened seven weak SMCs (which met only irregularly) by focusing on improving school activities, raising enrolments and keeping the ECD centers open. The support provided by MRC enable one of the centers - Firdaus ECD - to increase enrolment from 22 children to 28, to employ one extra teacher and update financial and administrative records.

Similarly, EMACK supported DICECE Mombasa to conduct a follow-up on five SMCs trained last quarter on maintaining current school records, resource mobilization and monitoring school activities. The visits served to assess how well the SMCs were implementing what they had learned. A total of 23 SMC members (9 women and 14 men) from five schools enrolling 4,734 children (2,472 boys and 2,262 girls), were visited this quarter. The visits revealed a funding gap. Primary schools receive funds from the government that do not meet the needs described in the school plans. Therefore the schools have less money than what they request. The SMCs used their proposal writing skills to get government funds such as the Constituency Development Fund (CDF) and Local Authorities Transfer Fund (LATF) so that they can build a classroom and initiate school feeding programs.

Through KENSIP's lobbying, a total of 14 ECD parent representatives (12 women and 2 men) were joined an existing primary school SMCs in fourteen schools in Kwale (3) and Mombasa (11) districts. It is hoped that future discussions among SMC members will include ECD-related matters such as school feeding programs, paying ECD teachers and including ECD teachers and children in the whole school framework.

Elsewhere in Kilifi, CRSP trained 16 SMC members (4 women and 12 men) from three schools to ensure that school management committees have the skills to be actively involved in the day-to-day running of the schools. The training focused on roles of SMC members and active community mobilization. Regular follow-ups allow SMC members to discuss school issues and to give advice and direction on school matters to the head teacher. The follow-ups included SMC members and CRSP in collaboration with (GoK) DICECE officers and the Ministry of Health where further support and advice on the school feeding program such as

regular hygiene inspections and medical examinations of the cooks were discussed. Since these discussions, *unattached centers* that were not receiving food are now with nearby schools and are participating in their school-feeding programs. The SMCs trained by CRSP meet regularly with the *Village Development Organizations* to broaden community participation in discussing and evaluating school issues. As a result, parents are now increasingly demanding better school services. For example, in Mkilo ECD center, the parents expressed serious concerns about the delay in building the ECD classroom and issued an ultimatum to the SMC members to complete the construction or be replaced by new elected members.

Exchange visits have also been organized to build SMC capacity. For example, MRC has had weaker SMCs visit pre-schools with exemplary SMCs. A one-day educational tour was organized for 57 SMC members (31 women and 26 men) from 15 ECD centers in Kilifi, Kwale and Mombasa to Malindi to see sustainable feeding programs that they could replicate in their preschools. The SMCs visited two pre-schools -- Fathi Muslim Nursery at Kakuyuni and Jilore Nursery School at Kakoeni zone -- run by the Malindi Education and Development Association (MEDA). The two centers attributed their successful feeding programs to strong linkage with primary schools and commitment of teachers, SMC members and the community. The SMCs recognized that the contribution of food rather than money seemed to be a more welcome way of sustaining the feeding program and that collaboration and networking with other local institutions is essential.

SMC members are expected to share what they have learned in their home communities and explore ways to sustain feeding programs. They appreciated the tour:

“Hizi tour kumbe hufunza mengi sana” (These tours really teach a lot.)
Ahmed Naseeb, Chairman Mkomani N.S.)

“Ukijilinganisha na wenzio ndio utajua, kweli nimejifunza mengi” (Real learning comes about by comparing oneself to others; I have really learnt a lot.)
Ali Riga, School Management Committee member, Taqwa N.S.)

However, the SMCs continue to face major challenges in their schools: low/poor fee payment, teacher attrition and lack of initial capital to initiate IGAs to sustain school activities.

Community Awareness and Parental Education

In order to enhance community participation, KENSIP conducted two *open days* at Mavirivirini and Mpirani primary schools in Kwale, initiated by the *Child-to-Child (CTC) Club* members for a total of 598 community members (310 men and 288 women) and 1,356 children (717 boys and 639 girls). The CTC members played a leading role in sensitizing the community on HIV/AIDS, health, nutrition and disability issues. By the end of the open day, parents and other community members were able to name and explain various life skills acquired by their children that are useful to the community as a whole.

MRC organized a workshop for 10 *Community Resource Team (CRT)* members (6 women and 4 men) to share a survey tool to track three to eight-year olds in and out of Madrasa pre-schools in a two-kilometer radius. The data from this activity is currently being analyzed.

In Mombasa, KENSIP facilitated a meeting for 226 parents (92 men and 134 women) from 7 ECD/primary schools to discuss the roles of parents with respect to children's enrolment, transition and retention. Various recommendations aimed at improving parents' participation and involvement in ensuring their children's enrolment and retention at school.

In a related activity, CRSP organized a series of parents meetings, awareness sessions and CRP trainings for 1,222 community members (252 men and 970 women) from thirty-four schools in Kilifi and Kwale on how to be effectively involved in children's education..

To enhance the CRPs training, CRSP has finalized the translation of a training manual from English to Kiswahili to expand the training in the rural communities of Kwale and Kilifi. The manual was developed and translated in collaboration with Ministry of Health, Ministry of Education and community members.

Small Grants

There were 29 small grants projects by various partners that took longer than expected to complete because classroom sizes were increased, the projects were under-budgeted and inflation affected the costs of materials. The EMACK technical team reevaluated work pending and estimated costs to complete construction. To date, 17 of the 29 incomplete small grants projects received additional funds and purchased materials needed for completion. The other twelve are in the process of receiving the additional grants for completion.

SUB-OBJECTIVE 2: ENHANCE THE CAPACITY OF THE MOE TO BETTER RESPOND TO THE EDUCATIONAL NEEDS OF MARGINALIZED POPULATIONS.

During this quarter, 53 participants (9 women and 44 men) met at the Coast Stakeholders meeting in Mombasa. Participants came from MOE headquarters and provincial and district offices. EMACK also supported the Kilifi, Kwale and Mombasa district education offices in data capture for EMIS by training 15 district officials (11 women and 4 men) in the EMIS data capture system, validation and report generation.

Coast Stakeholders Meeting

Education in the Coast Province since independence has been quite characterized by high grade repetition and drop out rates, poor performance in national exams at both the primary and secondary school levels. Education for girls is affected by their involvement in household labor and by early marriages.

EMACK in conjunction with the Ministry of Education conducted a two-day multi-stakeholder conference to address the unique education problems of the region in a more holistic manner. A total of 53 participants (44 men and 9 women) from the Ministry of Education, local

government, provincial administration, NGOs and CBOs in the education field attended. The meeting was designed to:

- Increase awareness of the current status of education in the Coast Province;
- Review major achievements, issues, challenges and opportunities facing the development of education by emphasizing cross-cutting issues such as gender, OVCs and HIV/AIDS;
- Agree on a common framework for addressing issues and challenges identified by all stakeholders, and in particular, the specific role of EMACK; and
- Discuss how community ownership of the KESSP process, in relation to the EMACK activities could be enhanced and better sustain achievements.

Top-level policy makers from the Ministry of Education were led by the MOE Permanent Secretary (PS) who presided over the entire function. The Director of Policy and Planning, Director of Quality Assurance and Standards, Deputy Director, Early Childhood Development and the Secretary to the Teachers' Service Commission also attended as did the DEOs from the seven districts in the CP, the DEO Garissa and the PDEs for CP and the NEP. Other MoE officials, one Member of Parliament, local politicians, faith groups, and teacher trade union representatives also participated.

The following areas were discussed and recommendations (See Annex 3):

- a) Teacher Management
 - Teacher Recruitment
 - Teacher-Pupil contact time
 - Over-enrolled School Initiative
- b) Management of ECD Programs
 - Supervision and management of ECD Programs
 - Funding of ECD programs – role of central, local governments, other stakeholders.
- c) Management of Primary Education
 - Supervision/Management in primary education including different models for delivery: multi-shift, multi-grade, coping with large classes, etc.
 - Funding of primary school programs – role of central, local governments, other stakeholders.
- d) Cross-cutting Issues in Education
 - Crosscutting issues in education: HIV/AIDS, educating the girl-child, orphans and other children with special needs.
 - Management of the Growing Up Process (MGUP)

All participants visited four primary schools -- Kadzandani, Mtopanga, Kiembeni and Concordia -- in the Kisauni Division of Mombasa District where EMACK has initiated education interventions.



The PS signs the visitors' book at Kiembeni Primary School

Each of the districts from the Coast Province presented reports on the status of education. The following challenges were evident in Kwale, Kilifi, Mombasa, Malindi and Taita Taveta Districts:

- Inadequate physical facilities and harsh, over-crowded, gender-insensitive learning environments;
- Inadequate MOE staff to implement supervision and monitor educational programs
- Socio-cultural practices that encourage early marriages;
- High rates of teenage pregnancy;
- Poor resource management in schools;
- Lack of access to ECDE due to prohibitive costs;
- Inadequate teacher capacity to handle children with special needs;
- Increased numbers of HIV/AIDS orphans in and out of school;
- Lack of effective and efficient EMIS systems for high-quality educational planning, development and management.

A number of recommendations were made based on the identified challenges (see Annex 3) including ongoing support for the implementation of KESSP to provide better education opportunities for all children in Kenya.

Education Management Information System (EMIS)

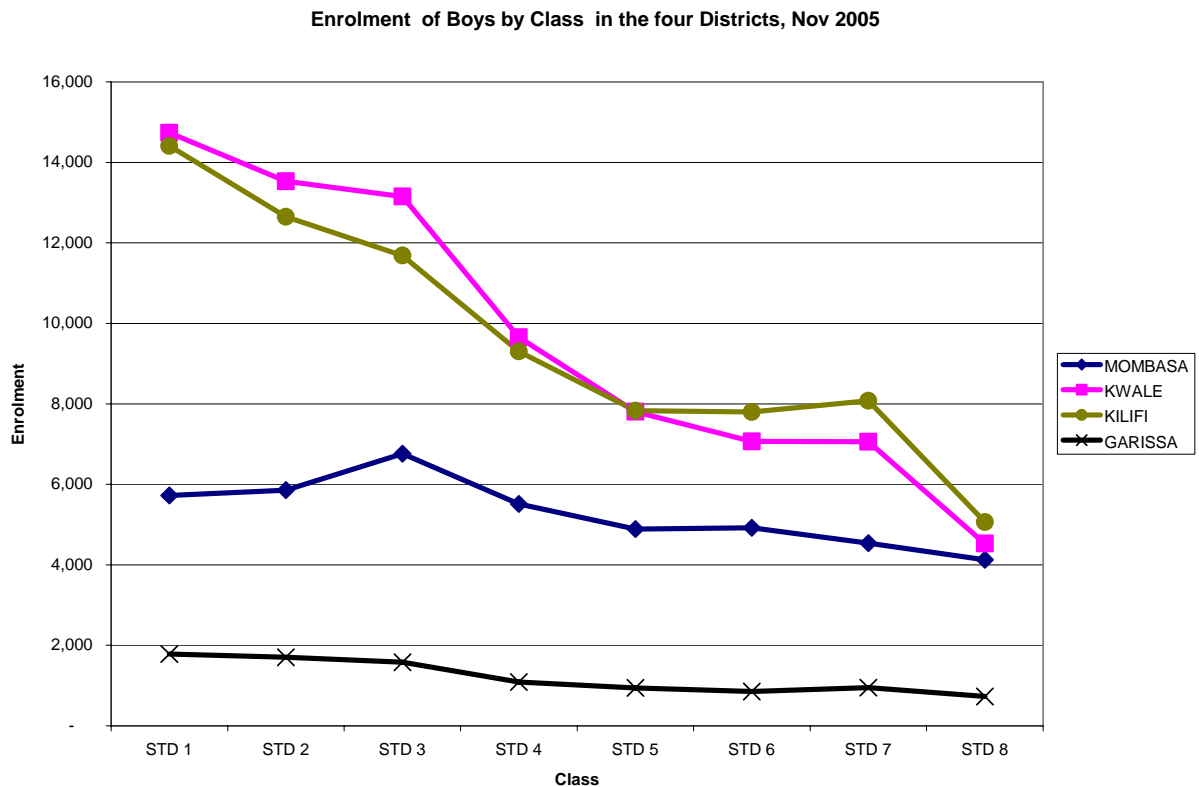
EMIS is one of twenty-three KESSP investment programs geared at establishing effective and efficient systems and infrastructure that support coordinated data collection, processing and use for education planning and management. An EMIS system should make it possible to access current, reliable and accurate education data to plan at all levels of education. Among other things, this means being able to track enrolment, transition, dropout and retention between ECD and lower primary school. In this quarter, EMACK supported 15 district MOE officials (4 men and 11 women) in Kwale, Kilifi and Mombasa with implementation of the EMIS.

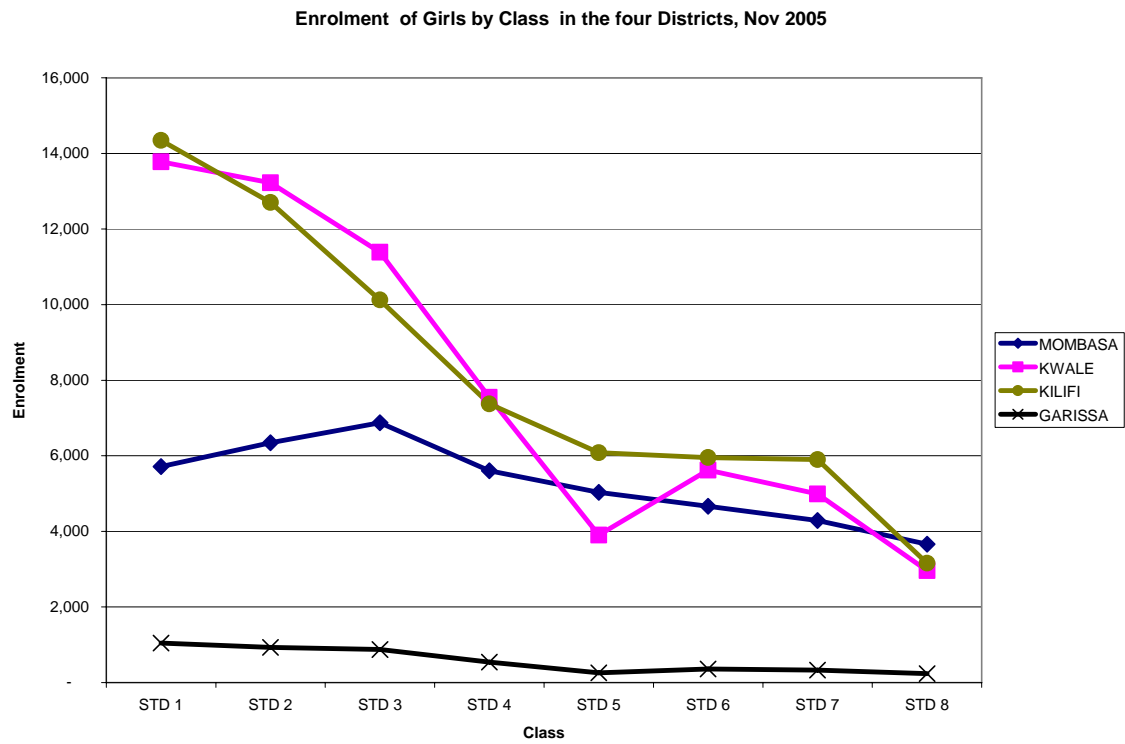
This support included the temporary hire and installation of computer equipment at the District Education Offices in all four Districts where EMACK works, training district staff responsible for EMIS in Microsoft Access and MOE data capture program; guidance in actual data capture; report generation and data validation at the school level. This exercise revealed that not all the schools (especially private ones) had returned the EMIS data collection forms circulated to them during the third term- November 2005 by whom?. Furthermore, data validation was

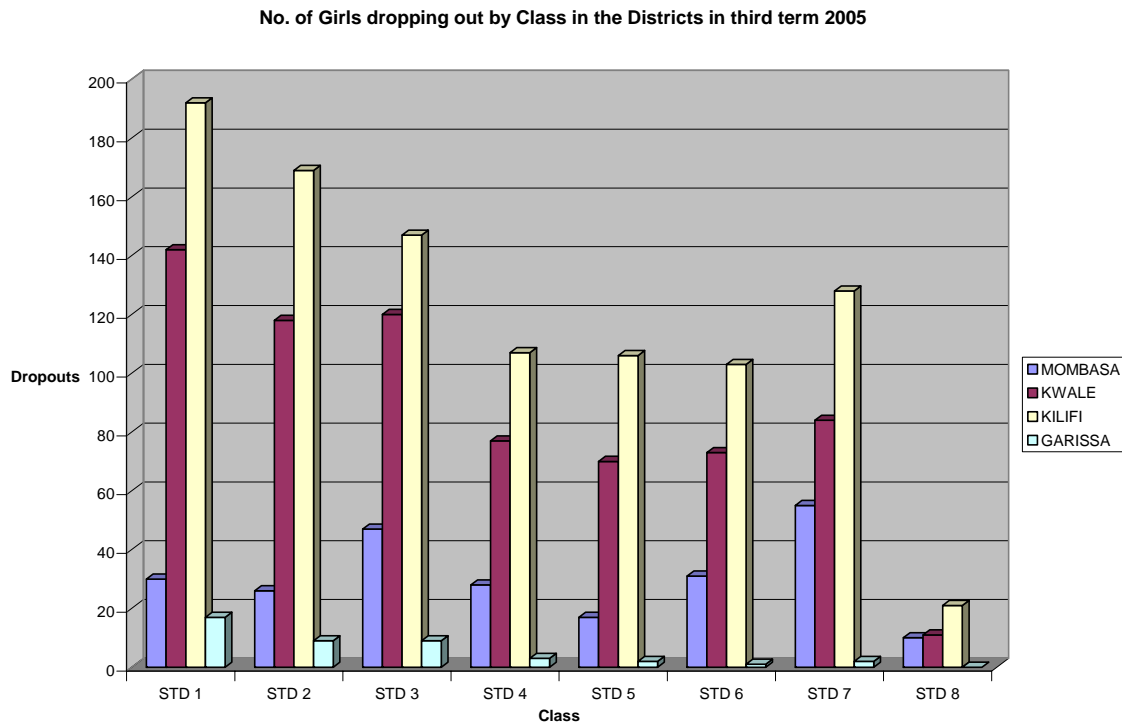
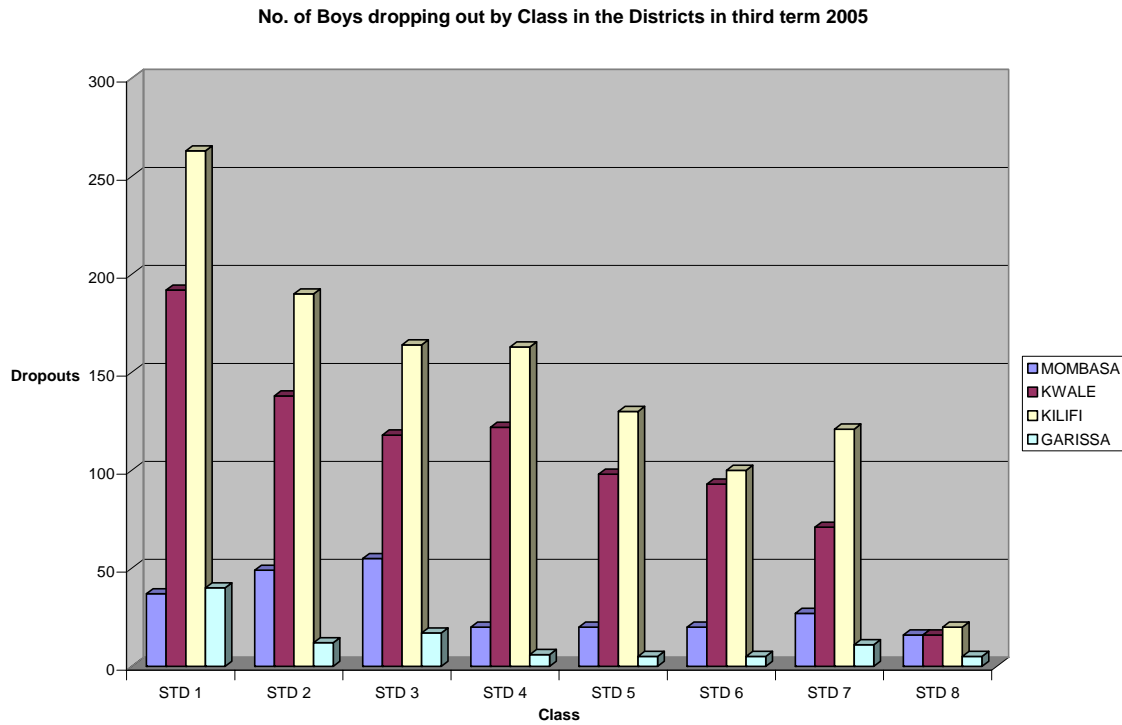
compromised by lack of systematic record keeping in schools on dropouts and orphans. For EMIS to work, schools need to have the capacity to accurately capture data on enrollment, retention and dropouts systematically.

The following graphs illustrate the kinds of data generated by EMIS through EMACK. The gender-disaggregated graphs show higher dropout rates of girls.

(Source: District EMIS, February 2006).







Dropouts are highest in the first three years of school: Kilifi has the highest dropout rate followed by Kwale.

SUB-OBJECTIVE 3: SUPPORT TEACHERS TO BETTER ADDRESS THE NEEDS OF THE TARGET POPULATIONS IN THE CLASSROOM INCLUDING TEACHER TRAINING AND CURRICULUM DEVELOPMENT.

Training on teaching and learning materials production and utilization:

In the absence of other teaching resources, the teacher is the most important resource for marginalized children. Through teacher professional development, EMACK and its partners aim to have all schools deliver quality education to children in the CP and NEP. A total of 169 teachers (110 women and 59 men) from 48 primary schools with attached ECD centers were trained in various methodologies including learning material production, child centered teaching methodologies, subject specific teaching methods among others

Most of EMACK's teacher-training efforts have focused on improving teachers' skills in managing large classes: this has been called the over-enrolled schools initiative. This quarter, EMACK has sought to strengthen teachers' capability in the production and use of low-cost, no-cost learning aids as one way to consolidate pedagogical skills with materials that could also work in large classrooms. This decision was predicated in part by a survey undertaken by EMACK in February 2006 in five public primary schools of peri-urban Mombasa. The survey revealed a critical shortage of teaching and learning aids in ECD and lower primary schools. Few pupils had adequate textbooks and had to share with four or five others. Teachers were teaching without preparing schemes of work or lesson plans; those who did were not incorporating teaching/learning aids to help make teaching more concrete. Teachers have relied heavily on chalk-and-talk which is difficult for young children, especially in crowded classrooms. Teachers lacked records of work covered, progress records, and class registers.

Consequently, EMACK organized an eleven-day service training workshops for 30 teachers (23 women and 7 men) from six schools in Mtongwe cluster of Mombasa District on the production of low-cost/no-cost teaching and learning materials and their use in the classroom. Training also involved three Mombasa DICECE staff, one TAC tutor and partner staff from CRSP. The training was organized in three stages:

Stage 1: Principles and Practices of Teaching and Learning Aids

The teachers were taken through a three-day induction on low-cost/no-cost teaching and learning material production and use with practical sessions on making and working with teaching and learning materials. Microteaching sessions were later organized so that teachers could apply what they had learned on materials production and think about how to improve their own classroom practice. Stage 2 was 6 days

Stage 2: Supervision on Production and Usage of Teaching and Learning Aids in Class

The exercise took six days where a team of consultants, DICECE trainers, Quality Assurance and Standards officers from the DEOs office and EMACK staff visited teachers from the six schools in their classrooms to observe the planning and teaching process: how teachers plan (factoring in teaching/learning aids), use the lesson plan, apply teaching/learning materials to the specific topic and evaluate the lesson. The training team used a video camera to record how

children interacted with the learning materials and to making an overall assessment of the quality of the lesson taught.

Stage 3: Reflection/Review of Best Practices in Usage of Teaching and Learning Aids

This two-day session provided teachers with an opportunity to reflect on their teaching methods, share problems and challenges managing the teaching and learning process. Through review of video footage of the stage 2, the teachers were able to engage in discussions regarding the best practices of utilization of teaching aids in classrooms based on the different levels of the learner.

EMERGING ISSUES	RECOMMENDATIONS
Teachers lack time to prepare schemes of work and lesson plans	Teachers should devote part of the holiday to prepare for teaching
Teachers lack time, skills and materials to prepare key learning aids.	Head teachers to guide teachers in the preparation of learning aids.
Insecurity in schools has caused loss of text and reference books.	Schools to procure low-cost materials in markets and shops for material development
Students lack access to learning aids	Provide lockable storage and ensure safety in classrooms.
Teachers lack teaching records, i.e. schemes, lesson plans, progress records, records of work and health records	Teachers to prepare more and larger aids.
	Procure more text books of the same title
	Teachers need in-service training on the importance of records for systematic tracking of lessons and pupil progress.

In collaboration with Ministry of Education, CRSP conducted training workshops on material production and use for 13 ECD teachers (8 women and 5 men), lower primary and community members from four schools in Kwale to improve the learning environment in the ECD centers to increase parents' participation in school activities and create a forum for discussing and addressing ECD issues.



An ECD teacher and a parent making classroom materials during a workshop at Mwache ECD

Through KENSIP, 23 teachers (9 men and 14 women) from eight schools in Kwale District also received training on producing low-cost materials. The workshop was conducted by KRTs and ECD teachers trained by lecturers from Kenyatta University. By the end of the

workshop, participants could identify and name different types of resources, two types of handwriting and their appropriate uses, and develop teaching/learning resources for their schools.

Over-enrolled Schools Initiative (OeSI)

In the last year, EMACK has supported Mombasa DICECE to implement the OeSI. To measure the impact of the training, EMACK visited six schools where 33 teachers (25 women and 8 men) had been trained in December 2005. The group observed classrooms and held focus group discussions with the six head teachers and 180 children (90 boys and 90 girls). The observations made it evident that teachers planned and delivered their lessons effectively, and used the techniques of grouping children, peer marking of student's work and using group leaders to make attendance checks.

Children in the focus group discussions said that their teachers had started using low-cost materials like pebbles, sticks and bottle tops which made mathematics and science lessons easier to understand. The charts prepared by teachers are displayed on the walls and used, and have become a reference for students during revision classes.

Head teacher discussions highlighted certain areas of improvement thanks to OeSI: teachers' positive attitudes toward over-enrolment resulting in more children enrolling. Schools have been using local volunteer teachers (mainly unemployed or retired) to help grade class work and develop learning materials. To foster cross-learning among the teachers trained in OeSI, EMACK supported a teaching methodology-sharing workshop involving 136 teachers (106 women and 30 men) from 18 schools in Mombasa. The workshop revealed that teachers had implemented skills gained during the workshop in their classes such as grouping learners by ability to ensure attention to slow and over-aged learners and learning material development.

The teachers shared some of the challenges that they continue to face:

- Maintaining discipline in their over-enrolled classrooms;
- Minimal participation of over-aged and street children for fear of being mocked in the class especially when the teacher requests them to carry out an exercise in front of the other children;
- Lack of funds in schools to buy learning materials;
- Lack of secure storage facilities and lockable classrooms to store learning aids.

Using a separate approach, KENSIP has also been supporting schoolteachers in the management of large classes. One method includes provision of teachers' guides for lower primary subjects in seven schools in Kwale. In addition, four schools received six portable chalkboards each to increase the capacity for lower primary school teachers in the cluster by assigning multiple, group tasks on the chalkboards.

Train and Support Teachers through a Center-Based Program

To enhance teacher development, MRC offered 11 training sessions to six female teachers from five ECD schools at MRC premises and at Nur Nursery school, Ukunda on

implementing the Madrasa pre-school curriculum, assisting teachers in reviewing training inputs and supporting them in making implementation plans. The training cuts across Math, Language, Health Promotion, Environmental studies and parental education. Assignments and follow-up activities were given to teachers after the training.

To reinforce the training and to help them apply what they had learned, a total of twenty-nine visits to teachers under the MRC project revealed noticeable improvement in the implementation of the Madrasa pre-school curriculum and the need for more support in certain areas: Adult-child interaction (acknowledging children's feelings and support) and transition times. Teachers have started implementing the theoretical input and hygiene, more teacher-made materials, update of administrative records, marking of attendance registers and proper financial bookkeeping show improvement.

Another MRC workshop for 29 madrasa *Maalims* (religious teachers) was conducted in Kwale on active learning, adult-child interaction, communication strategies, teaching a mixed ability class and handling learners with emotional and behavioral difficulties. The session on communication led the participants to reflect on the typical way that communication is done by the *Maalims* in the mosques, Friday sermons, and addressing community. The *Maalims* were pleased to learn about alternative pedagogic approaches and how to overcome their habitual rote learning methods. MRC will do a follow up in the upcoming months.

Classroom Assessment for Long-serving ECD Teachers trained

Kwale DICECE, in collaboration with EMACK, observed 60 teachers (57 women and 3 men) long-serving ECD teachers who had been trained in the ECD short course last quarter. The teachers were observed twice in their classrooms and assessed by ECD trainers, Area Education Officers (AEOs) and District Quality Assurance Officers (DQUASOs). The classrooms had more teaching and learning materials since the training, records of work such as schemes of work and lesson plans were in place and used, but the non-payment of fees by parents delayed their salaries, poor physical facilities such as classrooms and toilets affected teaching and learning, and the drought seriously affected some centers and had halted feeding programs previously implemented, leading to a drop in enrolment.

Train and Support Teachers on Child-Centered Methodologies

In Mombasa, KENSIP delivered a workshop for 13 teachers (1 man and 12 women) from 11 primary/ECDs on child-centered teaching methodologies on 23rd February 2006 at Kongowea Primary School targeting. The workshop addressed methodologies to create good quality schemes of work and lesson plans, establish learner-friendly classroom and use teaching and learning resources. Participants have started to apply techniques and practices according to the classroom observations conducted by KRTs and monitoring by project staff. KENSIP also conducted classroom observation and mentoring for 33 KRTs (5 men and 28 women) in 11 of the 19 EMACK-supported ECD centers.

In Kwale, 31 teachers (12 men and 19 women) from eight ECD and primary schools received on-site support on how to prepare and deliver a good quality lesson and on how to develop child-centered objectives and prepare relevant learning resources.

Cluster-based Subject Workshops

A meeting of supra-cluster resource team on 7th February 2006 in Mombasa identified the need for cluster-based subject workshops to improve the teaching and learning of specific subjects, especially because English is the official classroom language of instruction (LOI) from Standard Four onwards. KENSIP therefore conducted a workshop on teaching and learning English for 34 lower primary school teachers (33 women and 1 man) from 11 primary schools teachers at Kongowea primary in February 2006. Regular school visits by KENSIP project staff and MOE officials suggest that participants are implementing what they learnt. EMACK will assess the teacher training impact on the between May and December 2006

KENSIP, through EMACK, organized a reading workshop in Kwale for 23 teachers (9 men and 14 women) from eight primary schools. The workshop was facilitated by English KRTs and delivered a microteaching lesson where one participant taught English vocabulary for guiding learners in acquiring reading skills. At the end of the workshop, participants were able to:

- Implement word recognition activities using flashcards and other reading materials with lower primary classes;
- Explain the limitations of *look-and-say* as a method for teaching reading;
- Describe and compare the *phonics approach*, to the *look-and-say approach*;
- Carry out a variety of phonic activities in lower primary classes, using individual and class learning aids and prescribed course materials; and
- State the main advantages and limitations of the phonics method.

SUB-OBJECTIVE 4: MAXIMIZE PROJECT IMPACT BY SHARING LESSONS LEARNED, OPPORTUNITIES FOR REPLICATION AND IMPROVING THE CAPACITY OF PARTNER PERSONNEL.

During this quarter, EMACK met with partners at CP to share key principles of ensuring the successful transition of children from home to pre-school and pre-school to primary school. Two position papers were presented by the Mombasa DICECE and MRC on the various perspectives ensuring smooth transition for the children. Through COPDEC, EMACK organized several forums notably three public debates and a meeting to discuss policy issues. To build staff capacity, two training workshops on participatory integrated community development and report writing skills were organized (see **Training on Participatory Integrated Community Development**).

Educational Advocacy and Linkages

As an advocacy arm of EMACK, COPDEC aims to reach as many regional and national educational players as possible. Monthly public debates are organized to discuss policy issues, collaborate and share knowledge among various stakeholders.

Public Debates

Public debates were convened to i) communicate important information regarding the development of the basic education sector in Kenya; ii) to enable COPDEC members share

experiences, challenges and best practices in the sector, and iii), to provide members the opportunity to discuss key policy and/or program issues and challenges facing the development of ECD in the country.

Three public debates involving 91 participants (63 men and 28 women) were held during this quarter and involved service providers from (MOE officials) in Kwale, Kilifi and Mombasa Districts, Community Based Organizations, Faith Based Organizations, and Non-Governmental Organizations.

The first debate, held on 13th January 2006, focused on *Free Primary Education (FPE)/Early Childhood Development (ECD) Interface, the Gaps, Challenges and Opportunities*. It highlighted the neglect of the ECD sub-sector, with particular reference to FPE and its effects of bypassing ECD because of the fees, and joining Standard One without any preparation. Participants called for the inclusion of the pre-school in the now popular free basic education program and called upon the government to fast track the hiring of ECD teachers by the Teacher's Service Commission (TSC).

The second debate on 16th February 2006 was organized with the APDK and focused on *Identifying, Assessing and Accessing Schools by Children with Special Needs in Kenya*. Teachers from special schools in Mombasa, Kilifi and Kwale noted that a majority of children with special needs are still neglected in the community who continue to associate disability with witchcraft and curses. There is a need therefore to educate the community on the special needs of handicapped children.

On the 30th of March 2006, COPDEC held the third public debate on *The Process and Status of the Policy Framework for ECD in Kenya*. Mrs. Leah Rotich, Deputy Director Education in charge of ECD, Ministry of Education, submitted the key presentation which revealed that more than 65% of children in Kenya have no access to ECDE and only 50% of the teachers in public ECD centers are trained. Nearly half the teachers leave the profession yearly for more lucrative employment. The following concerns were raised:

- The apparent shift towards sub-sector policies as opposed to an integrated ECD policy that links Education, Health and Agriculture: fragmented sub-sector policies have impeded progress towards a national ECD policy document.
- The need for the government to commit itself to building ECD classrooms and having the satellite ECD centers recognized in the ECD policy.
- The pre-school should start at age 3 and not 4 as submitted by the KESSP document.
- The draft ought to fully address other ECD sectors and not just education.
- On curriculum, participants proposed that a clear ECD curriculum be developed and recommended by government, which will later establish standards for the ECD centers.

The participants appreciated these debates as the third draft of the ECD policy is being written. COPDEC members were now in a better position to influence the final outcome of the ECD policy document.

Partnerships and Collaboration

COPDEC participates in Child Rights-related discussions with various organizations. Through these joint activities with other partners, COPDEC strengthened its networking activities.

Sharing Meeting

COPDEC organized a meeting with 28 participants (16 men and 12 women) from national CSOs, NGOs and CBOs from Central, Western, Coast, Nyanza and Nairobi Province in Nairobi on 20th January 2006 to introduce itself and its members to other stakeholders involved in children's affairs countrywide. EMACK team noted this. In addition to introducing COPDEC and sharing information, the meeting also sought opportunities for partnership, collaboration and knowledge possible opportunities for resource mobilization.

Participants felt that a national network on ECD was needed and initiated an interim committee to look into this. The COPDEC Program Officer was named interim Secretary of the national ECD network.

The MOE held a regional consultative meeting in Mombasa at the end of January 2006 in which EMACK was fully involved. This close working relationship with Ministry officials culminated in a sharing of the progress of the draft policy paper. COPDEC has worked with the national committee on the policy framework preparation, offering constant feedback to that committee.

COPDEC Steering Committee Meetings

Three COPDEC steering committee meetings were held at which ten members (7 men and 3 women) attended. Participants expressed the need for COPDEC to give priority to activities that promote children participation but it was agreed that children councils were a good way of involving children but had proven difficult to organize during school sessions, and that it was best to involve children during school holidays. Consequently, it was agreed that the Coast Children's Council would be fully active during the Global Week of Action on Education at the end of April 2006

To ensure autonomy, the steering committees proposed that COPDEC be registered as a separate entity and operate on its own. This was viewed as an important strategy for enhanced resource mobilization from donor agencies and other agencies willing to support education policy advocacy drives.

Partner Coordination and Capacity Building Efforts

To ensure that partner activities are harmonized, EMACK holds bimonthly meetings with partners and this quarter, also offered capacity building opportunities in Participatory Integrated Community Development (PICD) approaches and report writing to EMACK and partner staff.

Partner Coordination Meeting

Bimonthly partner meetings are held to review progress on implementing program activities, to share lessons learned and to agree on strategies for resolving difficult issues. The March 8th meeting focused on sharing experiences on transition. MRC and DICECE both gave presentations at the meeting. The MRC researcher said that Standard 1 teachers expected too much from children coming into school, and it was no wonder that the children were subjected to unrealistic interviews that tested their literacy and cognitive abilities but left out very important information. The DICECE presenter pointed out that children lacking emotional and socio-economic support during the transition period are most likely to drop out of school.

The presenters said that a child's readiness for school depended on parameters that include:

- Consistent, stable adults who are invested in the children;
- Safe and predictable physical environment;
- Regular routines and frequency of activities;
- Competent peers, and
- Materials that stimulate exploration and enjoyment of the world and from which they derive a sense of mastery.

It was also noted that readiness involved school readiness to receive the child: an environment conducive to learning created by teachers, classrooms, furniture, teaching and learning materials and thoughtful preparations to take in children and facilitate their progress and independence.

Training on Participatory Integrated Community Development

To equip EMACK core and partner staff with skills to better community members in development initiatives, 25 staff (17 men and 8 women) from MRC, CRSP, DICECE Mombasa, DICECE Kwale, DICECE Kilifi, APDK and EMACK attended a six-day PCID workshop. The workshop involved presentations by two consultants who were the key facilitators, group discussions and presentations and practical sessions with the Utange community in Mombasa District where EMACK is currently working. The main topics included community entry/re-entry mechanisms; Initiation phase; Situational analysis and visioning; and planning phase. The participants benefited from the practical sessions with the Utange community as they reinforced the theoretical practices of participatory community development: some partners are already submitting better reports to EMACK.

Report Writing Workshops

To improve the quality of partners' reports for EMACK-funded activities, a four-day training for 18 participants (14 men and 4 women) from MRC, KENSIP, CRSP, APDK, DICECE Kwale and Mombasa EMACK staff. Participants were taken through the steps of the audience and purposes of the documentation and what information is required and, how to prepare a detailed plan for specific documentation requirements and products. They came up with a planning framework indicating the steps to take for their respective organizations including selecting an aim and objectives, priority audiences, key messages and a product. They were then shown how to use this process to develop a specific product, with attention to structure, content and style, preparation and production. Participants also learnt how to integrate

documentation and communication strategies into their NGO/CBO organizational plans. This section is important because it helps NGOs/CBOs to see the “bigger picture” of their documentation and communication strategies, including their long-term vision and alignment of communication work.

Members were then taken through the process of effective interviewing and good note taking and how to use these to write a story. This section of the workshop aimed to improve the quality of text and visual materials and the links between the two. Learning how to choose and present information, keep texts short, simple, appropriate and accurate and take and use good photographs were part of the activity, which also included helping to develop effective visual aids for presentations. NGOs/CBOs should prepare documentation and communication strategies and ensure that their efforts are as creative and as strong as possible.

SUB OBJECTIVE 5: INCREASE THE CHANCES FOR SUCCESS IN SCHOOL FOR VULNERABLE CHILDREN.

EMACK classifies as vulnerable children with disabilities, learning and behavioral problems, orphans, girls (especially those from poor families), and children living in particularly difficult or hazardous circumstances as well as those with other types of special needs.

EMACK has targeted mainly girls and children with disabilities by training programs for teachers, parents and housemothers. For young girls’ education, teachers have been trained in to assist girls in the sexual maturation and manage the challenges associated with puberty without dropping out of school. In needy communities, meals for children in school have been provided by a school feeding program that has increased enrolment and retention.

Growing Up and Sexual Maturation Process

KENSIP’s 2004 baseline survey indicated that girls tend to leave school at the beginning of their menstrual cycles; they lack adequate information and access to affordable sanitary towels. The poorest girls come from predominantly rural areas and low-income urban settlements and thus require support to make their own low-cost sanitary towels to help keep them in school.

This quarter, KENSIP trained a total of 22 teachers (1 man and 21 women) from 10 primary schools in Mombasa on sexual maturation and the production of low-cost sanitary towels. The two-day workshop focused on the Fawe-Kenya sanitary towel, local beliefs and practices associated with puberty/sexual maturation and the fabrication and incineration of pads--material measurement and cutting, practical skills and washing and storage. Trained teachers are expected to offer required counseling on sexual maturation to pubescent girls and provide assistance in the production of the low-cost sanitary towels. A total of 3,156 girls from ten schools are expected to benefit from this initiative.

Handling Children with Special Learning Needs

Three years after FPE, a majority of children with special needs remain excluded from the public education system. Public primary schools are not designed or equipped to educate children with disabilities and/or with other special learning needs nor are teachers trained to

teach them. The KESSP framework allocates to public schools a small amount of money to ensure that special needs children are educated but must disabled children must enroll in special schools where the cost-sharing policy still applies; only a tiny fraction of children with special needs can enroll.

EMACK has intervened in three ways: i) in-service teacher training programs (run mainly by DICECE and partners such as APDK); ii) support APDK in developing play equipment and iii) through policy advocacy facilitated by COPDEC.

Through APDK, EMACK trains teachers in mainstream and special schools on how to handle children with special needs and resident housemothers in the special schools to help children acquire life skills.

During this quarter, 29 teachers (11 men and 18 women) from 10 special schools and 10 mainstream schools in Mombasa District were trained on:

- Addressing difficulties faced by children with special needs;
- Promoting participation of children with special needs;
- Introducing activities progressively to students with special needs to sustain their interest and reduce their frustration; and
- Using positive reinforcement to encourage participation of children with special needs.

Each teacher was encouraged to participate in practical exercises and share experiences: children are more interested in recreational and play activities and teachers encouraged the children to list ideas about what people with disabilities can and cannot do. At the end of the training, teachers noted that large classes constrained focused support to disabled children and lack of teaching resources/specialized equipment made it difficult for the disabled children to adapt to their learning environment.

APDK also conducted sensitization sessions for eighteen teachers (10 men and 8 women) selected from two mainstream schools in Kilifi District on marginalization, placement and integration. The sessions highlighted the difficulties disabled children face i.e. how hard it is to do simple things; how one feels around and amongst the disabled; major facts and myths (information and attitudes) and coping with the shock of coming to school for the first time. Teachers also discussed various strategies for developing a welcoming school environment to facilitate inclusion of disabled children in school.

To ensure that teachers are using skills gained in the trainings, follow-up was conducted in sampled schools in Kilifi, and Kwale Districts. Many teachers had done their best to create an 'inclusive' classroom through the development of recreational, play and learning equipment. Classroom corners and walls displayed stimulating learning materials/aids to promote creativity and to compensate for relevant sensory deficits.

School meetings and parades are now being used to communicate messages on disability: from prevention measures to rehabilitative and support behavior by the entire school/student population. Head teachers also reported that trained teachers were beginning to positively

influence both the behavior and attitudes of other teachers regarding disabled children. Labeling, derogatory language and other insensitive behavior was said to be on the decline.

Also, it was observed that the teachers had incorporated anti-bias behavior about disabilities and their attitude towards disabled children had changed for the better. Teachers used meetings with parents during school open days to constructively deal with stigma and intolerant behavior at home.

Implementation and Monitoring of the School Feeding Program

School feeding programs are implemented to provide a lunch for children in ECD centers. The program also initiates practices that will improve their health so as to enable them learn effectively. Furthermore, it promotes the communities' good health practices (such as deworming, hygiene etc) and creates a welcoming learning/living environment for the child.

With funding from EMACK, MRC continued to support the school feeding program in 15 ECD centers during the reporting period. The feeding program involved supplying food (flour for porridge and sugar) to the pre-schools. The porridge is a mixture of a number of cereals which when prepared with other ingredients, makes a balanced meal. Through community mobilization, the communities have also been supplied with some utensils (mugs, buckets, trays) to use for the program as well as weighing scales and tape measures to facilitate monitoring of children's growth. Currently, the program benefits a total of 886 children (440 girls, 446 boys)

To track children's development, teachers were trained in reading weight charts and marking weight changes. This regular growth monitoring activity revealed that children had improved in their weights. In a similar venture, EMACK supported CRSP to provide a day-time meal in 10 ECD centers to reduce drop-out rates, enhance transition from pre-school to Class 1 and increase enrollment. Since the feeding program was initiated in 10 schools in Kwale and Kilifi, an improvement in enrolment has been recorded. For example, the enrollment in Chikwakwani ECD center increased from 60 to 80 and in Kirumbi from 111 to 151. Through the program, the community has been participating actively in fetching water and cooking. Currently, a total of 742 children have been reached while MoE and MoH provide continuous monitoring support.

Complementing achievements made by the feeding program, CRSP in collaboration with the Ministry of Health conducted health campaigns in five centers this quarter. The school community was taken through health education, treatment of minor ailments, de-worming and provision of vitamin A supplementation. A total of 576 children benefited from the program. This activity was highly valued by the local communities who walk long distances to the nearest health center [5 Km to 10 km]. More often than not, the health centers lack drugs for treatment of common diseases such as bilharzia, skin diseases, worms, malaria, common cold, and diarrhea.

NORTH EASTERN PROVINCE

In North Eastern Province (NEP), EMACK *seeks to identify and address the unique educational needs of the pastoralist communities.*

During this quarter the prevailing drought and famine in NEP were so devastating to both human beings and their livestock that it was given priority over all other programs by the District Steering Group (DSG) of which EMACK-NEP is a member. The situation deteriorated so much so that thousands of livestock died and many pastoralist families, previously proud owners of herds of goats, cattle and camels, were displaced and marginalized while trying to survive on the fringes of society. Many families have settled in peri-urban areas and are now referred to as pastoralist dropouts. They have very limited access to the basic necessities of life like water, shelter, food and clothing. Few of their children access basic services such as education and health. A majority of pastoralist dropouts now inhabit the outskirts of Garissa Municipality and along the main Garissa–Wajir highway. In addition to the above, the death of camels, which rarely succumb to drought and are known for their endurance, shows again the intensity of this drought.

The low price of livestock that is the economic mainstay of the region is a testimony to the gravity of the situation. The prices of these valuable resources plummeted precipitously due to the combination of lack of willing buyers and poor condition of the animals. A camel often referred to as the *fixed asset* of the pastoralist was sold for as little as 1500/- against its normal price of 20,000/- and above, while cattle, also called *fixed account*, went for 500/- against its ordinary price of 12,000/- and above, not to mention goats which also lost value. However, there is hope at the beginning of the long rains. It is reported that many parts of NEP have received the long rains but the post-drought effects are likely to be felt for a long time nonetheless. It takes between two to three months for the livestock to fully recover. The recovery period is also affected by nomadic nature of the pastoralist families as they go in search of places with enough rainfall and good fodder. A post-drought- recovery intervention is urgently required.

Though EMACK lacked an in-built emergency response mechanism (which greatly hampered our effective participation and input into alleviating the sufferings of victims of the drought and famine, especially children and women who were most affected), the NEP program team and partners conducted planned programs and activities. The team intensified their program work with the commencement of teacher-training programs in large class management, low-cost/no-cost learning materials production, CRP operationalization workshop and follow up activities; the pilot of a new concept of *holding facility* for pastoralist children in Kamuthe Primary School and the one-on-one partner support program.

Visits by high profile officers, first by Dr. Sarah Wright–Chief Technical Officer for Education and Development at USAID-Kenya early in the year followed by that of Patricia Scheid, Director of Programs and Partnerships and Linda Ulqini, Program Officer at Aga Khan Foundation USA at the close of the quarter are worth mentioning. Both staff and partners felt their work was being valued hence the visits became a great source of inspiration and motivation to do more quality work. Dr. Wright did an extensive tour of the USAID aided

infrastructure improvement initiative implemented by MOE within Garissa and Ijara Districts. She also visited EMACK projects whereupon she emphasized the need for us to focus on a few activities but deepen both the coverage and quality of those activities across the region. This way, EMACK could be in a position to speak with authority on the selected activities and hopefully influence both policies and practices related to those activities. Also, Patricia and Linda of AKF-USA were thrilled with the progress of EMACK-NEP programs and operations.

Highlights of the main activities of the quarter:

- Partners intensified community mobilization and parental education activities primarily addressing transition. WCK targeted transition from home to ECD centers and from ECD to primary school through its parenting and holistic development education program for parents while Womankind and PDO addressed the transition to primary level especially to Standard One. The CRPs played a major role in the transition exercise with the establishment of five more new ECD centers, resulting in a significant increase in enrolment in both ECD and primary schools registered by Garissa District. ECD enrolments have doubled while the primary schools have registered a 28% increase since the beginning of the year according to the DEOs office.
- On the policy front, TARNET submitted a memorandum to the Task Force for the Review and Harmonization of Education, Training and Research Sector Legal Framework. The memorandum listed key demands and suggestions by TARNET for the development of education policies and programs consistent with the conditions and lifestyles of the North Eastern populations. Other demands include the establishment of a National Commission on Pastoralist Education. The Task force recognized TARNET as a key collaborator for NEP.
- The efforts of PGI in its relentless promotion of affordable and reusable sanitary pads for young girls were finally rewarded when its Director was sponsored to attend an international women's UN Conference held in New York. ActionAid International Kenya was impressed by the EMACK-funded PGI initiative and sponsored her to share the experience with the rest of the world during the women's conference. PGI Director, Fatuma Kinsi, reported that the initiative has increased awareness and many African countries have shown interest. PGI continued its program work by consolidating the gains made in the Mother- to Child Program by training the final batch of 100 mothers within two schools in central division of Garissa District. PGI has attained its initial target of training 500 hundred mothers in addressing the barriers and challenges facing the girl-child in education. The Girls Forum is active and Role Models are in place.
- DICECE Wajir partnership with EMACK NEP officially started with the training of Mobile ECD and Abakore primary schools Management committee and induction course for the mobile schoolteachers and *Dugsi Maalims* (Koran Teachers). DICECE Wajir developed both the SMC and mobile teachers' induction programs and training content. Their level of organization and commitment is high. A follow-up assessment and evaluation plan was developed but not implemented due to the drought. The training

attended by the NEP program team was resourceful and captivating. NOHA mobilized the communities and facilitated other arrangements that saw the success of the workshops.

- The first cluster of 37 teachers selected from ECD and lower primary schools and five education officials from ten schools within the central division were trained on large class management during this quarter. The five-day training workshop was conducted by the Quality Assurance team from the DEOs office with the back-up of DICECE Mombasa and EMACK Program Officer, Coast. The training workshop, which head teachers considered as timely and useful, has greatly changed teacher perception and attitude towards teaching and learning in over enrolled classes. A follow-up plan drawn by the Quality Assurance team was implemented and the result shows varying degrees of success with certain teachers acting as pacesetters.
- Kamuthe Holding Facility, a unique model of cost-effective mini-boarding arrangement has been finally established. The whole arrangement is intended to provide a secure but not high-cost boarding facility up in an area where the demand is overwhelming. To date, over 65 pastoralist boys whose families shifted to far off areas in search of pasture are accommodated in an improvised classroom by day and boarding facility by night. EMACK NEP constructed underground water tanks, toilet and bathrooms, renovated 2 classrooms and provided donkeys and carts to fetch water for the facility. Other essentials were also provided. DSG has recognized the initiative provided food while the DEO's office doubled SFP.
- Teacher development programs through the low/no cost material development initiative started with the first cluster of 39 teachers and seven education officials selected from eight schools within central division. The school-based teacher development program had an in-built teacher on-site support and follow-up program that is part of the training approach. The facilitators comprised staff from Quality Assurance, an EMACK consultant and program team, and Garissa Teachers Training College material developer who conducted an enriched and fascinating training workshop that included three phases in one. Phase 1 focuses on an introduction and skill development, phase two is practical skills on field sessions and a final phase 3 is summary of the experiences and challenges considered to establish a way forward. This unique exposure of professional teachers is considered by the DEO's office as a model approach to quality and performance enhancement.
- The Education Management and Information System (EMIS) district program commenced with training DEO Garissa staff on data collection and storage, analysis and use by EMACK Consultant. The district EMIS system is advanced, in line with the KESSP Investment plan 2005-2010. Five DICECE staff and selected officers from the DEO's office were trained in basic computer skills and knowledge of EMIS. The need to explore school-based EMIS becomes inevitable if the district-based system is to succeed.

Sub-Objective 1. Increase community and parental participation in parental participation in all aspects of school life.

During this reporting period, EMACK NEP partners and CRPs were engaged in activities that have increased community and parental involvement in school life and development thereby eliciting increased children participation in schools. Partners and CRPs have reached their target communities through organized workshops, community/parent meetings and door-to-door campaigns. SMCs and parents' meetings were organized in some schools to discuss school development plans, strategies of increasing enrolment and enhancing transition from home to ECD and from ECD to lower primary. Parents have also been mobilized to contribute to the welfare of ECD teachers to boost their morale. This quarter has also seen EMACK supported CRPs intensify their work with the initiation of four community-based ECD centers with over 199 children receiving instruction.

The prolonged drought has killed many animals and thus curtailed the effective participation of parents in education initiatives; children's education has become a low priority under these conditions. Mr. Abdi Hillow, an SMC member of Abakore Boarding Primary School in Wajir South says:

I have lost most of my cows; I often talk to myself, the remaining 10 cows have to be lifted to stand up every morning and therefore this period is labor-intensive. Every shilling I get, I buy grains for these cows...they are more expensive to feed than human beings.

A series of community meetings were organized and facilitated by WOKIKE in five centers involved 200 participants (113 men and 87 women) to assess the progress made since the commencement of WOKIKE/EMACK initiative(s). They were used to increase enrolment following improvement in physical facilities in most of the centers supported by WOKIKE and develop strategies for improving parental contributions to ECD teacher remuneration. These community meetings were held at five ECD centers and attracted an average of 30 parents per meeting. At a meeting at Iskadek ECD center, an idea of introducing afternoon Koranic (*Dugsi*) lessons was discussed at length and was agreed for use to boost ECD enrolment on the assumption that all those who attend the Koranic lesson will also attend the ECD lessons. The *Dugsi* classes have begun and enrollment at the ECD increased to 77 (42 boys and 35 girls) from 47 children, a clear indicator that traditional Koranic schools can co-exist with secular ECD centers in complementary manner.

In a region where high parent illiteracy rates stand at 85.4% (KHDS), parental education in respect to holistic development of the child and effects of FGM, early marriages and child labor is imperative. Parental education workshops were conducted by WCK involving 100 participants (41 men and 59 women) with the aim of sensitizing parents on real issues affecting their children's education especially girls. Issues like early marriages, FGM, heavy household chores were discussed in depth by both participants and facilitators. This has facilitated an in-depth understanding of their effects on girl child education. 50 parents in Saka were also trained on holistic development of the child, parenting issues, child rights and protection. These meetings enhanced understanding of child rights by parents.

The table below shows the impact on enrolment arising from these efforts:

	JANUARY 2006 ENROLMENT		FEBRUARY 2006 ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS
Total	199	242	219	265

Mother to Child (MTC) program is one of PGI's core programmatic initiatives in their quest to bring and retain girls in schools. The MTC program reinforces school-based girls forums established in 10 schools in Central Division of Garissa District aiming to build girls confidence in schools. Evidence exists that this program is making an impact on girls' lives. Girls confidence and self esteem has been built as witnessed in this year's International Women's Day celebrations where 10 girls' forums participated in a talk show highlighting on the importance of women participation in decision making. During the quarter, 100 mothers from 2 schools, (50 mothers each (Hyuga and Garissa Primary) from central division of Garissa District) were trained on the Maturation and Growing up Process (MGUP) and sanitation as a measure to increase girls' access, retention and completion rates. To date a total of 500 mothers have been trained from ten target schools in central division of Garissa District. The training is meant to strengthen parental involvement in girls' education.

PDO carried out informal community meetings in five centers involving 137 participants (109 men and 28 women). The meetings were basically centered on discussing the way forward on transition of children from ECD to Standard One where children over 10 years were encouraged to join nearby boarding schools. In some centers, children were divided into two groups: ECD and Standard One depending on learners' entry behavior. Jambale classrooms, which were built by PDO under EMACK funding, are also being used as adult learning centers where adult literacy classes are conducted in the evenings.

The CRPs are now working in 21 operational locations in Garissa District covering 41 schools that EMACK is working with. Following their training on participatory methodologies in the previous quarter, EMACK-NEP has organized for a one-day workshop for CRPs and partners where they were introduced to partners to enhance effective collaboration and networking so that they can better serve their communities. During this meeting, CRPs and partners shared plans and agreed on areas of strategic collaboration especially in community education and mobilization.

This quarter saw CRPs initiatives yield results. Four community-based ECD centers (with their enrolment shown) were initiated: Shabah (60: 40 boys and 20 girls), Dololo (40: 22 boys and 18 girls), Madahlibah (42: 26 boys and 16 girls) and Hadley (57: 37 boys and 20 girls) with a total enrolment of 199 children. The CRPs have mobilized the community to contribute towards the putting up of temporary classrooms for ECDs. To reinforce these initiatives, EMACK has supported these centers with teaching/learning materials and mats to ensure teaching/learning activities. EMACK in partnership with Garissa DICECE is now planning to train these ECD center teachers since they are all untrained.

CRPs are also involved in collecting enrolment data in EMACK-supported schools. Data focuses on school-age children who are out of school and the number and type of children with disabilities. Some children have been referred by CRPs to assessment centers and special schools for placement. Door-to-door campaigns were carried out by CRPs to encourage children to enroll. Parents were educated on the importance of education and the need to take children to school. Increased children's enrolment has been registered in schools where CRPs works as shown in select schools in the following tables.

School	District	Division	School Enrolment before EMACK (August 2005)			Current Total School Enrolment (March 2006)		
			Boys	Girls	Total	Boys	Girls	Total
Al-fatah	Garissa	Central	82	62	144	156	122	278
Iftin	Garissa	Central	597	458	1055	627	484	1111
Sambul	Garissa	Central	261	113	374	267	140	407
Kamuthe	Garissa	Bura	57	42	99	160	74	234
Abakore Boarding	Wajir	Habaswein	N/A	N/A	448	321	206	527
Total Enrollments			997	675	2120	2440	1109	3549

Sub-Objective 2- Improve Coordination and Dialogue that Contributes to and Informs District, Provincial and National Education Plans and Policies.

Dialogue and collaboration with local MOE officials both at the provincial and district levels increased during the reporting period. The DEO' office worked closely with EMACK-NEP on teacher skills development initiatives particularly on facilitating, monitoring and evaluation of ongoing teacher development programs.

The first evaluation and performance review of the mobile school initiative conducted by a consultant commissioned by the PDE's office (with funding from Oxfam GB) describes the program as a success but with its own challenges. The PDE's office disseminated an evaluation report to key stakeholders in the mobile education program. The dissemination workshop was instrumental in bringing together the various stakeholders working with mobile education and creating an opportunity for sharing experiences, critique and consensus building. Certain policy issues around teacher turnover, remuneration, special skill training and sustainability were discussed. The PDE's office recognized the EMACK supported mobile school initiative implemented by the NOHA. Mr. Sirat Osman, officer in charge Alternative Education Program

in the PDE's office, congratulating NOHA for selecting Abakore boarding facility thus making transition from the mobile schools to the boarding facility feasible for both girls and boys.

Garissa District Mobile Education Stakeholders Forum has been formed to discuss policies around mobile schools, share experiences, challenges and plan way forward. The Forum is under the leadership of Arid Lands Resource Management Project (ALRMP) and chaired by the DEO Garissa. The forum members are mainly composed of TARNET members who have special interest in mobile education. The forum, which has representation from MOE local officials and Adult Education department, meets on monthly basis to share experiences of other mobile education providers. ALRMP has started 5 mobile schools initiative within Madogashe and Bura divisions of Garissa District. EMACK and its partners NOHA, WCK and PGI are members of the forum.

An issue that has arisen from our latest discussion on teacher recruitment under ALRMP mobile program is the decision by the GoK Directorate Personnel Management (DPM) to recruit P1 teachers only for mobile schools. The challenge is the P1 teacher is conventionally trained to teach sedentary schools and have not acquired special skills to cope with the unique conditions/dynamics of nomadic life and the mobile school system. All the P1 teachers approached have declined to take the offer and have cited the hardships of mobile lifestyle and the low remuneration offered. TARNET has been requested to discuss the issue as a policy gap and advice the DPM and MOE on what is workable in the NEP.

Education Task Force on Legal Framework Review and Harmonization.

The MOE launched a Task Force on Education mandated to review and update the existing legal framework on education, training and research. TARNET responded rapidly through a written submission to the Task Force demanding a National Commission on Pastoralist Education. TARNET has challenged the notion that sedentary schools are the most appropriate education model for nomadic communities. The members strongly feel that education policy makers and planners see the pastoralist livelihoods and lifestyle as retrogressive and not worth investing in. As a result, successive governments and authorities have given priority to sedentary communities at the expense of pastoralists. TARNET intended to correct and address this and other misconceptions. The twelve-page submission touched on education legal issues ranging from ECD issues to university education.

TARNET members also successfully demanded regional visits by this Task Force to collect opinions from diverse stakeholders across the country. The Task Force has consented to the request and has indicated that it will visit all provincial headquarters to obtain additional information from education stakeholders. The NEP visit is slated for 24th April 2006 at Government Guest House Hall.

In addition to these activities, the TARNET situational analysis for strategic planning has been finalized and members plan to finalize the strategic document in preparation for the official launch of the network.

Sub-Objective 3- Enhance Provincial and District Education Priorities at the ECD and Lower Primary Level through Human Resource Capacity Building and Small-Scale Infrastructure Improvement

EMACK facilitated teacher-training programs targeting ECD teachers, lower primary school teachers, head teachers and education officials. The programs were aimed at improving teacher capacities to effectively deliver in the classrooms. Following the implementation of FPE, more children have enrolled in urban schools in Garissa District and overstressing the limited physical facilities and overwhelming teachers to effectively manage and teach. This issue was acknowledged by the DEO Garissa as one of the challenges of FPE. Following EMACK's successful training of teachers under the OeSI in Coast Province, EMACK NEP has successfully managed to replicate this initiative by training 37 ECD, lower primary school teachers and head teachers (16 men and 21 women) from 12 schools of Central Division as well as five male education officers on large class management. This was done in close collaboration with the DEO's office. Follow-up and on-site support was provided to the teachers to enhance effective use of newly acquired skills. Impact assessment of EMACK initiatives has revealed that most teachers trained on OESI are now able to handle these large classes with ease. Beneficiary teachers suggested that pupil grouping, use of materials and keeping class registers in over-enrolled classes were useful skills that they had acquired.

Developing their skills to produce low-cost/no-cost teaching and learning materials enhanced teacher effectiveness. Thirty-nine teachers (13 men and 26 women) selected from eight ECD and lower primary schools in Garissa Central were trained on low-cost/no-cost material production. 7 education officials (comprising 4 male DICECE officers, 2 female TAC tutors and 1 male DQASO, Garissa) were also trained to serve as Key Resource Teachers (or TOTs) to promote the methodology throughout Garissa District. The initial three-day induction course was followed by four days of on-site training for all teachers who had been trained in the eight schools. A review workshop was subsequently conducted to enable teachers to reflect upon their own practice and suggest how they could improve future lessons. Discussions with pupils indicated that teachers now produce a variety of learning aids, display and use them in lesson delivery.

In order to strengthen EMIS at District level, EMACK trained 5 officers (3 men and 2 women) in the Garissa DEO office on basic computer skills and data capture. The EMIS officers were very appreciative of the training as they indicated that the initial training organized by MOE was inadequate. Data on school enrollment was insufficient. The EMACK team worked with a consultant to make a rapid data validation exercise to establish the reliability of the education data at hand. Lessons and experiences from this exercise were shared with the DEO Garissa for him to understand the challenges of the initiative. Issues emerging from this validation exercise included: head teachers' unwillingness to report dropout cases and lack of training programs targeting school head teachers on data collection.

EMACK-NEP supported NOHA's teacher training initiative facilitated by DICECE Wajir which managed to train 16 mobile ECD teachers and Koranic/Dugsi teachers (all men) from three mobile schools and two boarding primary schools in Abakore Location of Wajir District. The teachers were trained on basic teaching methods, materials development and usage and

development of a complementary schedule between the mobile ECD and Dugsi. DICECE Wajir has also trained 29 SMC members (17 men and 12 women) and 4 community leaders in school management, roles and responsibilities of SMCs, transition issues, child rights among other relevant topics. The target SMCs were drawn from NOHA supported mobile schools, Abakore boarding primary school that is the pilot boarding school and nearby Meeri primary school. In order to make this a success, community mobilization for 400 participants (230 men and 170 women) was conducted. DICECE will send staff to monitor in May 2006

At Kamuthe, the community education and mobilization initiative has led to a record enrolment of 234 pupils (160 boys and 74 girls, of whom 94 boys are boarders) up from 124. EMACK has allocated a small grant valued at \$4027 (285,917 KShillings) to support the community to build a low cost boarding facility. The construction includes a water tank, a toilet and a bathroom. The facility has been outfitted with 30 mattresses, 50 treated mosquito nets, two donkeys and two carts for carrying water. EMACK has lobbied the District Steering Group (DSG) to provide food. As a result of the EMACK initiative, other NGOs have contributed to its upkeep and continue to provide the center with food items.



Kamuthe Primary School latrines before EMACK support



Kamuthe Primary School, new latrines built with EMACK support

The drought has put a considerable strain on many families. This has affected their support to the ECD centers: they cannot purchase teaching/ learning materials for their children. To relieve parents of this burden during this difficult time, EMACK-NEP has purchased and distributed teaching/learning materials to 25 mostly unattached ECD centers or community-based centers, benefiting 1,209 children. Materials distributed included mats, exercise books, erasers, wall charts, manila papers, pens, etc. It was observed that most of the centers were using learning materials, had purchased writing materials and papers, and the communities had improved the structures.

Sub-Objective 4- Address the Unique Education Needs of Pastoralist Children by Exploring Flexible and Potentially Long Term Approaches to Provide Relevant Educational Opportunities to Pastoralist Communities.

Mobile schools were started by the government in Wajir Districts in the early 1990s as an option for pastoralist children. However, mobile ECD initiative is a new concept that is being piloted by NOHA. The fact that these mobile schools use *Dugsi* (Koranic schools) as an entry point has created fear among some community members that the initiative could be a ploy to dilute the traditional schools. Means some committee members think children will not be motivated to study the Koran. NOHA had to engage the community members in an education process aimed at changing their attitude towards the initiative. A recent impact assessment visit to these communities following this year's training of SMCs by DICECE Wajir revealed that community members who were previously fearful are now appreciative of the mobile school concept as an alternative education. Koran and ECD GOK curriculum-- ECD level According to the Rer-Rebai mobile school committee chairman:

Before, disintegration of mobile villages was the biggest challenge to our mobile schools, following the SMC training, we are aware of the importance of education and its benefits. Our migration is now not haphazard and a household planning to make solitary migration is prevailed upon by the committee. This is why my village still remains intact since the training.

Sub-Objective 5- Improve the status and well-being of the vulnerable children so that they can take advantage of existing educational opportunities.

The special needs education (SNE) team jointly with Education Assessment Resource Services (EARS) conducted field visits to beneficiary schools and evaluated progress made by teachers trained. Two cluster-based meetings with teachers were organized to enable them share their experience of working with disabled children. Trained teachers carried out school-based sensitization programs and many children with mild disabilities were referred to EARS for further advice. Parents of affected children have been identified and accordingly counseled.

The CRPs were sensitized on the unique educational needs of children with special needs during a workshop for them at Garissa Farmers' Training Center. The CRPs' action plan developed after the training includes a mapping exercise in their respective localities to establish the number of children with disabilities and whether they are accessing any educational and referral services. The CRPs are also required to advise parents on the availability of assessment centers, referral services and schools for the visually, hearing impaired as well as those for the physically challenged and mentally retarded.

Plans to establish an association of parents of children with special needs are well advanced. The SNE team is coordinating efforts to enable these parents to advocate for additional support and specialized services for their children.

MANAGEMENT ISSUES

- A majority of partners have serious problems in submitting their reports on time. For this particular report, only two partners met the deadline. Despite training that has been provided on writing quality reports, at least 30% of the reports are still of poor quality. Reports are mainly activity-driven rather than being focused on results and impacts.
- The lack of reliable Internet service providers for Garissa greatly hampers information/communication with the Coast.

CHALLENGES

- The drought situation worsened in both NEP and parts of CP. Children helped their families to cope by securing temporary employment, looking after the remaining animals and trekking long distances in search of water. Many schools recorded decreased enrolment.
- Community mobilization in drought-affected areas of NEP and CP proved difficult as the participation of most families in EMACK related activities decreased.
- Nutritional status of the children in both provinces was compromised by the drought; some hungry children could not attend school regularly.
- Lack of readily available data for planning and decision-making at the school and district level continues to compromise programs geared to support increased access to education opportunities.

- Understaffed MOE supervisory district and divisional offices reduces the opportunities of quality assurance in education programs and comprises the frequency of teacher observation/on-site support.
- Some SMCs previously trained were replaced following one-year end of tenure which gave them too little time to use skills gained through EMACK training.
- The demand for support from communities in EMACK-NEP is overwhelming, especially in new areas. Unreached administrative divisions have appealed for interventions especially in the ECD sector.

LESSONS LEARNT

- Teachers can improve on their classroom methods if only they receive closer attention and support from District Education Offices. Training provided by EMACK on the production of low-cost, no-cost teaching and learning materials served as an eye-opener for teachers about the wealth of materials readily available to them. What they require more is creativity and the support of their head teachers as well as the DEO team. The initiatives on low-cost no-cost materials as support for teaching are built on earlier training of CRSP staff at the Montessori School of Georgetown.
- Teachers must recognize the many out-of-school factors that contribute to a child's education to provide appropriate support. They must work closely with their SMCs and parents to ensure that children have the basic necessities of life such as water, adequate and nutritious food, health care and love. EMACK and other actors must factor these considerations into its future programs with local communities.

RECOMMENDATIONS

- There is need to support EMIS initiatives in the CP and NEP to reinforce the importance of systematic record keeping at school level. This will ensure that important education data on dropout, orphans and special needs children will be readily available for planning and informed decision making. Achieving this will help to inform the community, district, provincial and national level planning processes on key education programs.
- On-site assessment and support is essential to enhance the quality of teaching and learning
- Institutional support for ECD teachers would strengthen students' preparedness for primary school.
- SMC members should be granted a longer period of tenure *e.g.* three years to allow them ample time to implement skills gained in their schools following their training by EMACK and other institutions.

ANNEX 1: Success Stories

ANNEX 2: Analysis of beneficiary perspectives on the impact of EMACK
Initiatives in North Eastern Kenya: A case of Garissa and Wajir
Districts – 27th March 2006 to 1st April 2006

ANNEX 3: PMP Results Framework

ANNEX 4: EMACK Fact Sheet

ANNEX 5: Additional Resources Available upon request:

- Drought in Kenya and its impact on Educational Participation: A Case of North Eastern Province – February 2006
- Proceedings of the Coast Province Stakeholders meeting – 3rd – 4th February 2006
- Low-cost material production and utilization training report for Mombasa District - March 2006 (**DRAFT**)
- Low-cost material production and utilization training report for Garissa District - March 2006 (**DRAFT**)
- EMACK Support To Ministry Of Education EMIS Investment Program: A Case Of Kwale, Kilifi, Mombasa And Garissa Districts – March 2006 (**DRAFT**)
- Situational analysis for TARNET